DOCUMENT RESUME

ED 073 950 SE 015 960

TITLE	Second Annual Report of the Advisory Council on Environmental Education.
INSTITUTION	Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
PUB DATE	1 Mar 73
NOTE	20p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Advisory Committees; *Annual Reports; Educational Economics; *Environmental Education; *Federal Legislation; Federal Programs

ABSTRACT

Established to advise and assist in the implementation of the Environmental Education Act of 1970 (P.L. 91-516), the Advisory Council on Environmental Education has summarized its activities for the past year, 1972, in this annual report. First reviewed are some of the problems envountered by the Council, indicating it is severely handicapped by the lack of adequate funding, lack of any staff personnel, and lack of the full number of authorized appointments. Areas and activities in which Council members should have been involved are enumerated. Following this, detailed findings and recommendations of the Council are explained. These consider: (1) extension of the Environmental Education Act, (2) possible relocation of the Office of Environmental Education, (3) evaluation of the environmental education grants program, (4) creation of an interagency coordination committee for environmental education, (5) restructuring the Advisory Council on Environmental Education, and (6) full staffing for the Office of Environmental Education. Appended materials include the text of the Environmental Education Act of 1970, funding through the Act for fiscal years 1971-73, a summary of grants provided in 1972, and a schedule of Advisory Council activities to date. Council chairwoman was Ms. Ella Mae Turner. (BL)

FILMED FROM BEST AVAILABLE COPY

ED 073950

SECOND ANNUAL REPORT OF THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

March 1973

SE 015 960

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ● Office of Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

...OND ANNUAL REPORT OF THE ...SORY COUNCIL ON ...RONMENTAL EDUCATION

March 1973

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: SE SO
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

...MENT OF HEALTH, EDUCATION, AND WELFARE ● Office of Education

Members of Advisory Council on Environmental Education

*Ms. Ella Mae Turner, *Chairman*
Teacher
1049 Cloverdale Avenue, South
Los Angeles, California 90019

*Dr. Lloyd Humphreys, *Vice Chairman*
Chairman, Psychology Dept., University of Illinois
Rural Route #1
White Heath, Illinois 61884

*Ms. Phyllis Singer, *Secretary*
Women's Editor, Waterloo Courier
320 Lillian Lane
Waterloo, Iowa 50701

*Ms. Nancy Ayers, *Treasurer*
Director, Susquehanna Environmental
Education Association
616 Pheasant Lane
Endwell, New York 13760

*Representative Victor Ashe (*Law Student*)
Member of State Legislature
3709 Kingston Pike
Knoxville, Tennessee 37919

Mr. Kenneth Cook (*Student*)
7260 Marlton Lane
St. Louis, Mo. 63123
or
University of Missouri
1415 Bouchelle Avenue
Columbia, Missouri 65201

Mr. Peter Hunt
Hunt Associates
832 Palmer Road
Bronxville, New York 10708

*Dr. Dale Jenkins (*Ecologist*)
Director, Ecology Program
Smithsonian Institution
3201 Astral Bldg.
L'Enfant Plaza, S.W.
Washington, D.C. 20560

Dr. Alfred Kreft, M.D.
National Director, Izaak Walton League
1301 Portland Medical Center
511 S.W. 10th St.
Portland, Oregon 97205

*Ms. Linda Lee
Attorney at Law
1750 Penna. Ave. N.W.
Washington, D.C. 20006

*Executive Committee

Mr. Michael Millenson (*Student*)
2013 Amy Lane
Bethesda, Md.
or
Box 3551
6515 Wydown Blvd.
Clayton, Mo. 63105

†Mr. Richard Myshak
Exec. Dir.
Minn. Environmental Science Center
5400 Glenwood Avenue
Minneapolis, Minnesota 54422

Ms. Julia Perry
Citizen Advocate
6301 North Camino Almonte
Tucson, Arizona 85718

Mr. Rudolph Schafer
Rm. 245, Cal. Dept. of Education
721 Capital Mall
Sacramento, Calif. 95814

Ms. Judith Schultz (*Ecologist*)
Prof. Raymond Walters College
University of Cincinnati
10570 Fallis Road
Loveland, Ohio 45140

Mr. Frank Torres (*Ecologist*)
Dir. Oceanographic Research
Ofc. of Public Works
Box 8218
San Juan, Puerto Rico 00910

Ms. Cynthia Wayburn
Sierra Club Legal Division
30 Sea View Terrace
San Francisco, California 94121

††Dr. Edward Weidner
Chancellor, University of Wisconsin
900 Southeast Entrance Road
Green Bay, Wisconsin 54302

Dr. Harold White
Coordinator, Federal - State Programs for
State of Mississippi
510 Lamar Life Bldg.
Jackson, Mississippi 39201

†††Ms. R. Joyce Whitley
Whitley and Whitley (Architects, Planners)
320 Tower East
Shaker Heights, Ohio 44122

†Resigned January 31, 1973
††Resigned January 30, 1973
†††Resigned October 2, 1972

STANDING COMMITTEES

CRITERIA COMMITTEE

Mr. Victor Ashe, *Chairman*
Dr. Alfred J. Kreft
Mr. Richard Myshak
Mr. Peter Hunt
Dr. Lloyd Humphreys
Dr. Harold T. White

DISSEMINATION COMMITTEE

Dr. Dale W. Jenkins, *Chairman*
Mr. Rudolph Schafer
Mr. Kenneth Cook
Ms. Cynthia Wayburn
Ms. Phyllis Singer
Mr. Frank Torres
Ms. Julia Perry

OVERSIGHT COMMITTEE

Ms. Linda Lee, *Chairman*
Ms. Nancy Ayers
Mr. Michael Millenson
Ms. Judith Schultz
Dr. Edward Weidner
Ms. Joyce Whitley

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION
ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION
WASHINGTON, D.C. 20202

March 1, 1973

Dr. John Ottina
Acting Commissioner
U.S. Office of Education
Washington, D.C. 20202

Dear Commissioner Ottina:

The Advisory Council on Environmental Education has recently completed a year of diligent service as representatives in advising and assisting the implementation of the Environmental Education Act of 1970 (P.L. 91-516).

Representing a wide variety of backgrounds and interests, the Council has attempted to carry out its mandated responsibilities.

As the report indicates, the Council has continued to operate under a limited budget and without formal staffing, thereby frustrating our efforts to produce more comprehensive results.

The Office of Environmental Education has also suffered from inadequate funding and staffing. This has hampered overall administration of the Act.

Bearing these constraints in mind, the Council questions that real progress in environmental education can be achieved unless and until there is significantly greater commitment by the Department and the Administration.

We urge your careful review and consideration in responding to the critical problems outlined in this Report.

Sincerely,

Ella Mae Turner

Ella Mae Turner
Chairman

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1972

For sale by the Superintendent of Documents
U.S. Government Printing Office, Washington, D.C. 20402 - Price

STOCK NO.

CONTENTS

LETTER OF TRANSMITTAL

Page

I. FOREWORD 2

II. SUMMARY RECOMMENDATIONS 3

III. DETAILED FINDINGS AND RECOMMENDATIONS 3

IV. CONCLUSION 5

V. APPENDICES

A. The Environmental Education Act — Public Law 91-516 7
B. Environmental Education Act Funds — Fiscal Years 1971-73 11
C. Summary of Grants in Fiscal 1972 11
D. Schedule of Advisory Council Activities 14

INSIDE COVERS: MEMBERS OF ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

MAIL ORDER FORM FOR OFFICE OF ENVIRONMENTAL EDUCATION PUBLICATIONS

I. FOREWORD

In the year since the First Annual Report of the Advisory Council on Environmental Education, the most compelling problems confronting the people of the world remain peace, poverty, population and pollution. Although peace appears to be somewhat closer at long last, progress in the other areas of critical concern to society is less evident. Most Americans are aware of the deterioration of the quality of the environment and genuinely desire to reverse that trend, but governments and institutions have been slow to respond effectively.

Since it is now widely accepted that the survival of humankind depends upon coexistence with each other and the limited earth resources which support our fragile ecosystem, we must provide the contingent education for sound resource management and environmental planning. It has also become clear that the entire educational system must be revised and revitalized to meet these needs which the Environmental Education Act of 1970 defines as "...man's relationship with his natural and manmade surroundings, and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment."

That Act (Public Law 91-516) was created to encourage the development of programs dealing with the process of relating man to his environment. Specifically, the legislation provided for Federal grants to a variety of public and private agencies, and a public and technical information responsibility in the U.S. Office of Education. Within that office, an Office of Environmental Education, as stipulated in the law, was designated in late 1971 to implement these functions.

The Act also provided
visory Council on Envi
21 representative citize
velopment and progres
grams. Bogged down i
finally became an ope
with 19 appointees. It c
by the lack of adequate
and lack of the full num

As noted in the Counc
its Congressional mand
education needs and in
States, the Council sho
lowing activities:

- ...*participation in*
  programs under
  tion Act.
- ...program review
  stages,
- ...recommendation
  tions as appropr
- ...identification of
  of the Council t
  offices and offici
- ...dissemination
  public awarene
  ance to new
  throughout the c

Despite the acute lim
three Standing Commit
status of the Environme
of Environmental Educa
following report details
ommendations.

. FOREWORD

he First Annual Report of the Advisory
mental Education, the most compelling
ng the people of the world remain
ulation and pollution. Although peace
ewhat closer at long last, progress in
f critical concern to society is less
ricans are aware of the deterioration
e environment and genuinely desire to
but governments and institutions have
d effectively.

ly accepted that the survival of human-
coexistence with each other and the
ces which support our fragile ecosys-
de the contingent education for sound
nt and environmental planning. It has
hat the entire educational system must
alized to meet these needs which the
ation Act of 1970 defines as "...man's
s natural and manmade surroundings,
ation of population, pollution, resource
pletion, conservation, transportation,
ban and rural planning to the total
."

91-516) was created to encourage the
grams dealing with the process of re-
environment. Specifically, the legisla-
Federal grants to a variety of public
s, and a public and technical informa-
the U.S. Office of Education. Within
fice of Environmental Education, as
v, was designated in late 1971 to im-
ions.

The Act also provided for the establishment of an Advisory Council on Environmental Education composed of 21 representative citizens to review and report on the development and progress of environmental education programs. Bogged down in bureaucratic delays, the Council finally became an operating unit in December of 1971, with 19 appointees. It continues to be severely handicapped by the lack of adequate funding, lack of any staff personnel and lack of the full number of authorized appointments.

As noted in the Council's First Report, if it is to achieve its Congressional mandate to represent the environmental education needs and interests of the people of the United States, the Council should have been involved in the following activities:

- ...*participation in the planning process for programs* under the Environmental Education Act.
- ...program review during the developmental stages,
- ...recommendation of changes and modifications as appropriate,
- ...identification of problems beyond the scope of the Council to be channelled to the proper offices and officials, and
- ...dissemination of information for general public awareness and for technical assistance to new or continuing programs throughout the country.

Despite the acute limitations indicated, the Council's three Standing Committees have carefully analyzed the status of the Environmental Education Act and the Office of Environmental Education from these perspectives. The following report details the Council's findings and recommendations.

II. SUMMARY RECOMMENDATIONS

After reviewing the serious handicaps in the implementation of the Environmental Education Act, the Advisory Council recommends:

1. **EXTENSION OF THE ENVIRONMENTAL EDUCATION ACT.**
2. **POSSIBLE RELOCATION OF THE OFFICE OF ENVIRONMENTAL EDUCATION.**
3. **EVALUATION OF THE ENVIRONMENTAL EDUCATION GRANTS PROGRAM.**
4. **CREATION OF AN INTERAGENCY COORDINATION COMMITTEE FOR ENVIRONMENTAL EDUCATION.**
5. **RESTRUCTURING THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION.**
6. **FULL STAFFING FOR THE OFFICE OF ENVIRONMENTAL EDUCATION.**

III. DETAILED FINDINGS AND RECOMMENDATIONS

1. EXTENSION OF THE ENVIRONMENTAL EDUCATION ACT

The Environmental Education Act of 1970 (P.L. 91-516) was passed as a result of Congressional initiative supported at the grass roots by educators, community action groups, conservationists and priv authorized a three year program o year 1971, $15 million for fiscal 19 fiscal 1973.

Appropriations never even ap tions. Actual program funding tota in 1971 and $3 million in 1972, p only 236 grants out of 3500 applica two years, staff and program sup the line-item appropriation. The es ing for fiscal 1973 is $3.1 million* support costs borne by the overa budget for the first time. Despite lic interest has remained high and f are expected to reach earlier levels.

The importance of environmenta underlined by numerous governme committees and private groups. In President, for example, the Citize tee on Environmental Quality stat ity and accessibility of environme country... must reach citizens of numerous academic and technical the broadest possible range of for cational settings...."

Due to the failure of the Office o the Office of Environmental Educati facilities and administrative suppor program was delayed for nearly a ment. In the course of its discussio amination of project reports and going projects, the Council finds th

*In view of the pending expiration of P.L. 91- funds were requested by the President for fi cil strongly recommends that the Executive B of any new environmental education legis Brademas, Chairman of the House Select S has introduced with bipartisan support a bi new $60 million 3-year program.

ECOMMENDATIONS

us handicaps in the implementa-
al Education Act, the Advisory

THE ENVIRONMENTAL
T.

CATION OF THE OFFICE
NTAL EDUCATION.

F THE ENVIRONMENTAL
ANTS PROGRAM.

N INTERAGENCY COOR-
MITTEE FOR ENVIRON-
TION.

G THE ADVISORY COUN-
NMENTAL EDUCATION.

FOR THE OFFICE OF
AL EDUCATION.

D FINDINGS AND MENDATIONS

THE ENVIRONMENTAL
T

ucation Act of 1970 (P.L. 91-516)
of Congressional initiative sup-
by educators, community action groups, conservationists and private citizens. The Act authorized a three year program of $5 million for fiscal year 1971, $15 million for fiscal 1972, and $25 million for fiscal 1973.

Appropriations never even approximated authorizations. Actual program funding totalled only $1.7 million in 1971 and $3 million in 1972, permitting the award of only 236 grants out of 3500 applications received. In those two years, staff and program support also came out of the line-item appropriation. The estimated program funding for fiscal 1973 is $3.1 million* with staff and program support costs borne by the overall Office of Education budget for the first time. Despite these limitations, public interest has remained high and fiscal 1973 applications are expected to reach earlier levels.

The importance of environmental education has been underlined by numerous governmental agencies, advisory committees and private groups. In its 1972 report to the President, for example, the Citizens' Advisory Committee on Environmental Quality stated that "...the quality and accessibility of environmental education in this country...must reach citizens of all ages, encompass numerous academic and technical disciplines, and utilize the broadest possible range of formal and informal educational settings...."

Due to the failure of the Office of Education to provide the Office of Environmental Education with staff, physical facilities and administrative support, the beginning of the program was delayed for nearly a year after its enactment. In the course of its discussions with recipients, examination of project reports and personal visits to ongoing projects, the Council finds that although there are

*In view of the pending expiration of P.L. 91-516 on June 30, 1973, no funds were requested by the President for fiscal year 1974. The Council strongly recommends that the Executive Branch provide full funding of any new environmental education legislation. Congressman John Brademas, Chairman of the House Select Subcommittee on Education, has introduced with bipartisan support a bill (H.R. 3927) calling for a new $60 million 3-year program.

many outstanding projects underway, these first three years cannot be considered a fair trial of the Congressional mandate. It is unrealistic to think that an environmentally aware public or an environmentally sensitized student population can be achieved in three years (or even six) with only $7.2 million (estimated) in direct funding. The need is too great and public interest too high to abandon the effort now. The program should be continued.

2. POSSIBLE RELOCATION OF THE OFFICE OF ENVIRONMENTAL EDUCATION

In recommending the extension of Public Law 91-516, the Council does not necessarily recommend a continuation of the present bureaucratic location of the environmental education program. From the passage of the Act, Office of Education and Department of Health, Education and Welfare officials have been virtually silent on the subject of environmental education despite President Nixon's own support for the concept. In his February 8, 1971 Message to the Congress, the President said:

> The building of a better environment will require in the long term a citizenry that is both deeply concerned and fully informed. Thus, I believe that our educational system, at all levels, has a critical role to play.

Throughout its bureaucratic life, the Office of Environmental Education has been subject to considerable harrassment including several office moves, inability to hire its full staff complement, delays in clearing documents and abrupt changes in deadlines.

If the Assistant Secretary for Education and the Commissioner of Education cannot assure the Congress that it will give priority to environmental education programs, as the present law provides, then any new or extended program should be located in more hospitable surroundings.

In view of t
reorganizations
ommendation
will insist on
legislation.

3. EVALUA
EDUCAT

It is critically
view and anal
91-516 be und
velopment of g
scope and sign
United States.

The evaluatio
the criteria de
tion 3 (c)(2) of
sent to potentia

It would be a
cational institu
both the succes

4. CREATIO
DINATIO
MENTAL

Although the
Education Act
grams were to
not only on re
those of other
III of the Eleme
tional education
is some confusi
has been carrie
sioner of Educ

gy outstanding projects underway, these first three rs cannot be considered a fair trial of the Congres- nal mandate. It is unrealistic to think that an environ- ntally aware public or an environmentally sensitized dent population can be achieved in three years (or even with only $7.2 million (estimated) in direct funding. need is too great and public interest too high to aban- the effort now. The program should be continued.

POSSIBLE RELOCATION OF THE OFFICE OF ENVIRONMENTAL EDUCATION

recommending the extension of Public Law 91-516, Council does not necessarily recommend a continua- of the present bureaucratic location of the environ- tal education program. From the passage of the Act, ce of Education and Department of Health, Education Welfare officials have been virtually silent on the ect of environmental education despite President n's own support for the concept. In his February 8, 1 Message to the Congress, the President said:

> The building of a better environment will require in the long term a citizenry that is both deeply concerned and fully informed. Thus, I believe that our educational system, at all levels, has a critical role to play.

roughout its bureaucratic life, the Office of Environ- tal Education has been subject to considerable har- ment including several office moves, inability to hire ull staff complement, delays in clearing documents abrupt changes in deadlines.

the Assistant Secretary for Education and the Com- ioner of Education cannot assure the Congress that ll give priority to environmental education programs, he present law provides, then any new or extended ram should be located in more hospitable sur- dings.

In view of the large number of pending governmental reorganizations, the Council does not have a specific recommendation at this time, but it hopes that the Congress will insist on this point in any consideration of new legislation.

3. EVALUATION OF THE ENVIRONMENTAL EDUCATION GRANTS PROGRAM

It is critically important that a careful and thorough review and analysis of the programs funded under P.L. 91-516 be undertaken. Such a review may enable the development of guidelines and model programs of national scope and significance for implementation throughout the United States.

The evaluation should be undertaken in the context of the criteria developed by the Council pursuant to Section 3 (c)(2) of the Act and incorporated in the guidelines sent to potential applicants by the Office of Education.

It would be a violation of the public trust to deny to educational institutions and citizens groups the benefits of both the successes and failures of the efforts to date.

4. CREATION OF AN INTERAGENCY COORDINATION COMMITTEE FOR ENVIRONMENTAL EDUCATION

Although the legislative history of the Environmental Education Act indicates that environmental education programs were to be "synergistic" in that they would draw not only on resources provided by the Act but also on those of other educational programs such as Titles I and III of the Elementary and Secondary Education Act, vocational education, cooperative education and the like, there is some confusion as to the extent to which this mandate has been carried out. In April 1972, the Deputy Commissioner of Education for Renewal told the House Select

Subcommittee on Education that $11.5 million would be made available through this means in fiscal year 1972. There exists, however, at least for the record, no document indicating whether or not this was done, or whether or not programs called "synergistic" in fact served an environmental education need.

However a new or extended environmental education bill is structured, the Council recommends that a federal interagency coordinating committee on environmental education synergy be created under the aegis of the Council on Environmental Quality. The committee should be chaired by the Director of the Office of Environmental Education and include provision for the inclusion of advisory representatives of states and national private agencies.

The coordinating committee should be a working group sharing information and experience in an effort to maximize the effectiveness of the national environmental education effort. It should prepare a summary of its activities and recommendations for inclusion in the annual report of the Council on Environmental Quality to the Congress pursuant to the National Environmental Policy Act of 1970.

5. RESTRUCTURING THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

An advisory council can be no more effective than the program it serves and it, too, must have adequate resources and sufficient support within its agency to meet its objectives. Like the Office of Environmental Education, the Advisory Council has been beset with delays. Created more than a year after the passage of the Act, the Council was naturally unable to participate fully in the first year of grant awards. It has never had its full complement of 21 members as called for in the law.

Nevertheless, the Council has sought to do its job as effectively as possible and in all instances has received excellent cooperation from the Office of Environmental Education staff. As a result of its 16 months experience, the Council does have sp
lieve could make it a mo
environmental education ef

1. Reduction in members
2. Election of the Chai
   Council;
3. The provision of regul

6. FULL STAFFING
ENVIRONMENTAL

The Office of Environm
sufficient staff and for the
full complement of staff p
personal observation of Of
that it is literally impossib
the daily demands on their
dedication of personnel w
weekends to getting the job

In addition to its own c
has also had to service the
members have been willin
meeting arrangements and
in the absence of regular
seriously hampered in ful
date.

IV. CON

In three State of the Uni
Messages on the Environm
of the need for environm
attitudes, and environmenta
Third Annual Report of t
Quality in 1972, the Presi
both formal and informal e
mental movement from bec

ee on Education that $11.5 million would be ble through this means in fiscal year 1972. , however, at least for the record, no docu- ting whether or not this was done, or whether rams called "synergistic" in fact served an tal education need.

a new or extended environmental education bill d, the Council recommends that a federal in- oordinating committee on environmental edu- gy be created under the aegis of the Council mental Quality. The committee should be the Director of the Office of Environmental nd include provision for the inclusion of ad- esentatives of states and national private

inating committee should be a working group rmation and experience in an effort to maxi- fectiveness of the national environmental edu- . It should prepare a summary of its activities endations for inclusion in the annual report cil on Environmental Quality to the Congress the National Environmental Policy Act of 1970.

UCTURING THE ADVISORY COUN- N ENVIRONMENTAL EDUCATION

ry council can be no more effective than the serves and it, too, must have adequate re- sufficient support within its agency to meet s. Like the Office of Environmental Education, Council has been beset with delays. Created year after the passage of the Act, the Council ly unable to participate fully in the first year ards. It has never had its full complement of as called for in the law.

ss, the Council has sought to do its job as s possible and in all instances has received operation from the Office of Environmental aff. As a result of its 16 months experience, the Council does have specific recommendations we believe could make it a more effective part of the overall environmental education effort:

1. Reduction in membership from 21 to 15;
2. Election of the Chairman by the members of the Council;
3. The provision of regular professional staff.

6. FULL STAFFING FOR THE OFFICE OF ENVIRONMENTAL EDUCATION

The Office of Environmental Education has never had sufficient staff and for the past year has not even had the full complement of staff positions assigned to it. Through personal observation of Office activities, the Council finds that it is literally impossible for the staff to keep up with the daily demands on their time and resources despite the dedication of personnel willing to devote evenings and weekends to getting the job done.

In addition to its own considerable workload, the staff has also had to service the needs of the Council. Although members have been willing to make their own travel and meeting arrangements and cooperate in any possible way, in the absence of regular professional staff it has been seriously hampered in fulfilling its own legislative mandate.

IV. CONCLUSION

In three State of the Union Messages and three Special Messages on the Environment, President Nixon has spoken of the need for environmental literacy, new values and attitudes, and environmental awakening. At the time of the Third Annual Report of the Council on Environmental Quality in 1972, the President stressed the importance of both formal and informal education to prevent the environmental movement from becoming elitist.

The Environmental Education Act, signed into law October 30, 1970, was intended by the Congress to address the environmental needs of all citizens. It was widely believed that the Environmental Education Act and the National Environmental Policy Act of 1970 were mutually supportive laws, which read together provided a strategy for environmental protection involving standards, monitoring, enforcement, evaluation and dissemination in keeping with the mandate of P.L. 91-516 "...to encourage understanding of policies, and support of activities designed to enhance environmental quality and maintain ecological balance..."

Environmental education has received little more than lip service from the Executive Branch. We are nearly as far from achievement of its goals as we were at the time of the passage of the original legislation three years ago.

In part through the
Education, the nee
there is stronger p
to enhance respect
practical tools fo
though the Preside
for environmental e
of the Environment
the hope of this Co
Act life will let it
Agency which will
ister it.

The continued ex
program will put
ciently committed
resources with our

nmental Education Act, signed into law Octo- was intended by the Congress to address the l needs of all citizens. It was widely believed ironmental Education Act and the National l Policy Act of 1970 were mutually support- ch read together provided a strategy for en- protection involving standards, monitoring, evaluation and dissemination in keeping with of P.L. 91-516 "...to encourage under- olicies, and support of activities designed to ironmental quality and maintain ecological

ntal education has received little more than om the Executive Branch. We are nearly as evement of its goals as we were at the time e of the original legislation three years ago.

In part through the efforts of the Office of Environmental Education, the needs are now more clearly articulated and there is stronger public support for an educational effort to enhance respect for the quality of life and to provide the practical tools for environmental problem-solving. Although the President has not requested additional funding for environmental education due to the potential expiration of the Environmental Education Act on June 30, 1973, it is the hope of this Council that the Congress which gave the Act life will let it continue to grow and assign it to an Agency which will conscientiously and creatively administer it.

The continued existence of the environmental education program will put us to the ultimate test: Are we sufficiently committed to environmental quality to match our resources with our rhetoric?

V. APPENDICES

APPENDIX A—THE ENVIRONMENTAL EDUCATION A

Public Law 91-516
91st Congress, H. R. 18260
October 30, 1970

An Act

To authorize the United States Commissioner of Education to establish education programs to encourage understanding of policies, and support of activities, designed to enhance environmental quality and maintain ecological balance.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Environmental Education Act".

STATEMENT OF FINDINGS AND PURPOSE

Sec. 2. (a) The Congress of the United States finds that the deterioration of the quality of the Nation's environment and of its ecological balance poses a serious threat to the strength and vitality of the people of the Nation and is in part due to poor understanding of the Nation's environment and of the need for ecological balance; that presently there do not exist adequate resources for educating and informing citizens in these areas, and that concerted efforts in educating citizens about environmental quality and ecological balance are therefore necessary.

(b) It is the purpose of this Act to encourage and support the development of new and improved curricula to encourage understanding of policies, and support of activities designed to enhance environmental quality and maintain ecological balance; to demonstrate the use of such curricula in model educational programs and to evaluate the effectiveness thereof; to provide support for the initiation and maintenance of programs in environmental education at the elementary and secondary levels; to disseminate curricular materials and other information for use in educational programs throughout the Nation; to provide training programs for teachers, other educational personnel, public service personnel, and community, labor, and industrial and business leaders and employees, and government employees at State, Federal, and local levels; to provide for the planning of outdoor ecological study centers; to provide for community education programs on preserving and enhancing environmental quality and maintaining ecological balance; and to provide for the preparation and distribution of materials by mass media in dealing with the environment and ecology.

ENVIRONMENTAL EDUCATION

Sec. 3. (a)(1) There is established within the Office of Education, an office of environmental education (referred to in this section as the "office") which, under the supervision of the Commissioner, through regulations promulgated by the Secretary, shall be responsible for (A) the administration of the program authorized by subsection (b) and (B) the coordination of activities of the Office of Education which are related to environmental education. The office shall be headed by a Director who shall be compensated at a rate not to exceed that prescribed for grade GS-17 in section 5332 of title 5, United States Code.

V. APPENDICES

APPENDIX A—THE ENVIRONMENTAL EDUCATION ACT

Public Law 91-516
91st Congress, H. R. 18260
October 30, 1970

An Act

84 STAT. 1312

Commissioner of Education to establish education programs to encourage un-
support of activities, designed to enhance environmental quality and maintain

d House of Representatives of the United States of America in Congress assem-
s the "Environmental Education Act".

Environmental Education Act.

STATEMENT OF FINDINGS AND PURPOSE

e United States finds that the deterioration of the quality of the Nation's environ-
e poses a serious threat to the strength and vitality of the people of the Nation
standing of the Nation's environment and of the need for ecological balance; that
quate resources for educating and informing citizens in these areas, and that
citizens about environmental quality and ecological balance are therefore

t to encourage and support the development of new and improved curricula to
cies, and support of activities designed to enhance environmental quality and
demonstrate the use of such curricula in model educational programs and to
f; to provide support for the initiation and maintenance of programs in environ-
tary and secondary levels; to disseminate curricular materials and other infor-
ograms throughout the Nation; to provide training programs for teachers, other
vice personnel, and community, labor, and industrial and business leaders and
loyees at State, Federal, and local levels; to provide for the planning of outdoor
ide for community education programs on preserving and enhancing environ-
ecological balance; and to provide for the preparation and distribution of mate-
h the environment and ecology.

ENVIRONMENTAL EDUCATION

ed within the Office of Education, an office of environmental education (referred
") which, under the supervision of the Commissioner, through regulations pro-
l be responsible for (A) the administration of the program authorized by sub-
ion of activities of the Office of Education which are related to environmental
aded by a Director who shall be compensated at a rate not to exceed that pre-
5332 of title 5, United States Code.

Environmental education office, establishment.

35 F.R. 6247.
5 USC 5332 note.
"Environmental education."

(2) For the purposes of this Act, the term "environmental education" with man's relationship with his natural and manmade surroundings, pollution, resource allocation and depletion, conservation, transporta planning to the total human environment.

Grants and contracts.

(b)(1) The Commissioner shall carry out a program of making grant higher education, State and local educational agencies, regional educa public and private agencies, organizations, and institutions (including search, demonstration, and pilot projects designed to educate the pu quality and ecological balance, except that no grant may be made other or institution.

Prohibition.

Funds, availability.

(2) Funds appropriated for grants and contracts under this section sh

(A) the development of curricula (including interdisciplinary curric ment of environmental quality and ecological balance;

(B) dissemination of information relating to such curricula and to envi

(C) in the case of grants to State and local educational agencies, tion programs at the elementary and secondary education levels;

(D) preservice and inservice training programs and projects (inc workshops, symposiums, and seminars) for educational personnel to ter areas associated with environmental quality and ecology, and fo employees, and business, labor, and industrial leaders and employees.

(E) planning of outdoor ecological study centers;

(F) community education programs on environmental quality, includin

(G) preparation and distribution of materials suitable for use by th vironment and ecology.

In addition to the activities specified in the first sentence of this paragr ects designed to demonstrate, test, and evaluate the effectiveness of any under this section.

Financial assistance, application.

(3)(A) Financial assistance under this subsection may be made availabl sioner. Applications under this subsection shall be submitted at such ti information as the Secretary shall prescribe by regulation and shall be appr

(i) provides that the activities and services for which assistance under the supervision of, the applicant;

(ii) describes a program for carrying out one or more of the purp paragraph (2) which holds promise of making a substantial contributi section;

(iii) sets forth such policies and procedures as will insure adequa to be carried out under the application;

(iv) sets forth policies and procedures which assure that Federal fu any fiscal year will be so used as to supplement and, to the extent p would, in the absence of such Federal funds, be made available by t in section 3, and in no case supplant such funds.

(v) provides for such fiscal control and fund accounting procedures disbursement of and accounting for Federal funds paid to the applicant

Reports and recordkeeping.

(vi) provides for making an annual report and such other reports, in mation, as the Commissioner may reasonably require and for ke such access thereto as the Commissioner may find necessary to of such reports.

247.
332 note.
nental education."

(2) For the purposes of this Act, the term "environmental education" means the educational process dealing with man's relationship with his natural and manmade surroundings, and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment.

d contracts.

(b)(1) The Commissioner shall carry out a program of making grants to, and contracts with, institutions of higher education, State and local educational agencies, regional educational research organizations, and other public and private agencies, organizations, and institutions (including libraries and museums) to support research, demonstration, and pilot projects designed to educate the public on the problems of environmental quality and ecological balance, except that no grant may be made other than to a nonprofit agency, organization or institution.

n.

ailability.

(2) Funds appropriated for grants and contracts under this section shall be available for such activities as—

(A) the development of curricula (including interdisciplinary curricula) in the preservation and enhancement of environmental quality and ecological balance;

(B) dissemination of information relating to such curricula and to environmental education, generally;

(C) in the case of grants to State and local educational agencies, for the support of environmental education programs at the elementary and secondary education levels;

(D) preservice and inservice training programs and projects (including fellowship programs, institutes, workshops, symposiums, and seminars) for educational personnel to prepare them to teach in subject matter areas associated with environmental quality and ecology, and for public service personnel, government employees, and business, labor, and industrial leaders and employees;

(E) planning of outdoor ecological study centers;

(F) community education programs on environmental quality, including special programs for adults; and

(G) preparation and distribution of materials suitable for use by the mass media in dealing with the environment and ecology.

In addition to the activities specified in the first sentence of this paragraph, such funds may be used for projects designed to demonstrate, test, and evaluate the effectiveness of any such activities, whether or not assisted under this section.

assistance,
on.

(3)(A) Financial assistance under this subsection may be made available only upon application to the Commissioner. Applications under this subsection shall be submitted at such time, in such form, and containing such information as the Secretary shall prescribe by regulation and shall be approved only if it—

(i) provides that the activities and services for which assistance is sought will be administered by, or under the supervision of, the applicant;

(ii) describes a program for carrying out one or more of the purposes set forth in the first sentence of paragraph (2) which holds promise of making a substantial contribution toward attaining the purposes of this section;

(iii) sets forth such policies and procedures as will insure adequate evaluation of the activities intended to be carried out under the application;

(iv) sets forth policies and procedures which assure that Federal funds made available under this Act for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available by the applicant for the purposes described in section 3, and in no case supplant such funds.

(v) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this title; and

nd recordkeeping.

(vi) provides for making an annual report and such other reports, in such form and containing such information, as the Commissioner may reasonably require and for keeping such records, and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(B) Applications from local educational agencies for financial assistance under this Act may be
the Commissioner only if the State educational agency has been notified of the application and be
opportunity to offer recommendations.

(C) Amendments of applications shall, except as the Secretary may otherwise provide by or pursu
lation, be subject to approval in the same manner as original applications.

(4) Federal assistance to any program or project under this section, other than those involvin
development, dissemination of curricular materials, and evaluation, shall not exceed 80 per centum
of such program for the first fiscal year of its operation, including costs of administration, unles
missioner determines, pursuant to regulations adopted and promulgated by the Secretary establish
criteria for such determinations, that assistance in excess of such percentages is required in fu
the purposes of this section. The Federal share for the second year shall not exceed 60 per centum
third year 40 per centum. Non-Federal contributions may be in cash or kind, fairly evaluated, inclu
limited to plant, equipment, and services.

(c)(1) There is hereby established an Advisory Council on Environmental Education consisting of
members appointed by the Secretary. The Secretary shall appoint one member as Chairman. The C
consist of persons appointed from the public and private sector with due regard to their fitness,
and experience in matters of, but not limited to, academic, scientific, medical, legal, resource
and production, urban and regional planning, and information media activities as they relate to our
affect our environment, and shall give due consideration to geographical representation in the app
such members: *Provided, however,* That the Council shall consist of not less than three ecologist
students.

(2) The Council shall—

(A) advise the Commissioner and the office concerning the administration of, preparation of g
lations for, and operation of programs assisted under this section;

(B) make recommendations to the office with respect to the allocation of funds appropriated
subsection (d) among the purposes set forth in paragraph (2) of subsection (b) and the criteria t
approving applications, which criteria shall insure an appropriate geographical distribution
programs and projects throughout the Nation;

(C) develop criteria for the review of applications and their disposition; and

(D) evaluate programs and projects assisted under this section and disseminate the results thereo

TECHNICAL ASSISTANCE

Sec. 4. The Secretary of Health, Education, and Welfare, in cooperation with the heads of other ag
relevant jurisdiction, shall, insofar as practicable upon request, render technical assistance to l
tional agencies, public and private nonprofit organizations, institutions of higher education, agenci
State, and Federal governments and other agencies deemed by the Secretary to play a role in pre
enhancing environmental quality and maintain ecological balance. The technical assistance shall b
to enable the recipient agency to carry on education programs which are related to environmental
ecological balance.

SMALL GRANTS

Sec. 5. (a) In addition to the grants authorized under section 3, the Commissioner, from the sum
ated, shall have the authority to make grants, in sums not to exceed $10,000 annually, to nonprofit o
such such as citizens groups, volunteer organizations working in the environmental field, and other
private nonprofit agencies, institutions, or organizations for conducting courses, workshops, sem
posiums, institutes, and conferences, especially for adults and community groups (other than the gro

ns from local educational agencies for financial assistance under this Act may be approved by ner only if the State educational agency has been notified of the application and been given the ffer recommendations.

nts of applications shall, except as the Secretary may otherwise provide by or pursuant to regu- ct to approval in the same manner as original applications.

ssistance to any program or project under this section, other than those involving curriculum issemination of curricular materials, and evaluation, shall not exceed 80 per centum of the cost m for the first fiscal year of its operation, including costs of administration, unless the Com- mines, pursuant to regulations adopted and promulgated by the Secretary establishing objective h determinations, that assistance in excess of such percentages is required in furtherance of this section. The Federal share for the second year shall not exceed 60 per centum, and for the er centum. Non-Federal contributions may be in cash or kind, fairly evaluated, including but not equipment, and services. Federal share, limitation.

s hereby established an Advisory Council on Environmental Education consisting of twenty-one nted by the Secretary. The Secretary shall appoint one member as Chairman. The Council shall ons appointed from the public and private sector with due regard to their fitness, knowledge, in matters of, but not limited to, academic, scientific, medical, legal, resource conservation urban and regional planning, and information media activities as they relate to our society and onment, and shall give due consideration to geographical representation in the appointment of *Provided, however*, That the Council shall consist of not less than three ecologists and three Advisory Council on Environmental Education. Establishment. Membership.

il shall— Duties.

the Commissioner and the office concerning the administration of, preparation of general regu- nd operation of programs assisted under this section;

ecommendations to the office with respect to the allocation of funds appropriated pursuant to (d) among the purposes set forth in paragraph (2) of subsection (b) and the criteria to be used in applications, which criteria shall insure an appropriate geographical distribution of approved nd projects throughout the Nation;

criteria for the review of applications and their disposition; and

e programs and projects assisted under this section and disseminate the results thereof.

TECHNICAL ASSISTANCE

evretary of Health, Education, and Welfare, in cooperation with the heads of other agencies with ction, shall, insofar as practicable upon request, render technical assistance to local educa- public and private nonprofit organizations, institutions of higher education, agencies of local, ral governments and other agencies deemed by the Secretary to play a role in preserving and onmental quality and maintain ecological balance. The technical assistance shall be designed ecipient agency to carry on education programs which are related to environmental quality and ce.

SMALL GRANTS

addition to the grants authorized under section 3, the Commissioner, from the sums appropri- the authority to make grants, in sums not to exceed $10,000 annually, to nonprofit organizations tizens groups, volunteer organizations working in the environmental field, and other public and agencies, institutions, or organizations for conducting courses, workshops, seminars, sym- es, and conferences, especially for adults and community groups (other than the group funded). Limitation.

(b) Priority shall be given to those proposals demonstrating innovativ

(c) For the purposes of this section, the Commissioner shall require or group shall have been in existence one year prior to the submissio it shall submit an annual report on Federal funds expended.

Report.

(d) Proposals submitted by organizations and groups under this sect mation required to evaluate them, unless the organization or group shall

ADMINISTRATION

Sec. 6. In administering the provisions of this Act, the Commissione facilities of any agency of the Federal Government and of any other accordance with appropriate agreements, and to pay for such servic bursement, as may be agreed upon. The Commissioner shall publish supported under this Act and shall distribute such list and descripti citizens' groups, conservation organizations, and other organizations a vironmental quality and maintaining ecological balance.

AUTHORIZATION

Sec. 7. There is authorized to be appropriated $5,000,000 for the fisca for the fiscal year ending June 30, 1972, and $25,000,000 for the fisc out the purposes of this Act.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 91-1362 (Comm. on Education and Labor).
SENATE REPORT No. 91-1164 (Comm. on Labor and Public Welfare).
CONGRESSIONAL RECORD, Vol. 116 (1970):
Aug. 3, considered and passed House.
Sept. 21, considered and passed Senate, amended.
Oct. 13, House concurred in Senate amendments with an amendme

(b) Priority shall be given to those proposals demonstrating innovative approaches to environmental education.

(c) For the purposes of this section, the Commissioner shall require evidence that the interested organization or group shall have been in existence one year prior to the submission of a proposal for Federal funds and that it shall submit an annual report on Federal funds expended.

(d) Proposals submitted by organizations and groups under this section shall be limited to the essential information required to evaluate them, unless the organization or group shall volunteer additional information.

ADMINISTRATION

Sec. 6. In administering the provisions of this Act, the Commissioner is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or private agency or institution in accordance with appropriate agreements, and to pay for such services either in advance or by way of reimbursement, as may be agreed upon. The Commissioner shall publish annually a list and description of projects supported under this Act and shall distribute such list and description to interested educational institutions, citizens' groups, conservation organizations, and other organizations and individuals involved in enhancing environmental quality and maintaining ecological balance.

AUTHORIZATION

Sec. 7. There is authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1971, $15,000,000 for the fiscal year ending June 30, 1972, and $25,000,000 for the fiscal year ending June 30, 1973, for carrying out the purposes of this Act.

LEGISLATIVE HISTORY:

HOUSE REPORT No. 91-1362 (Comm. on Education and Labor).
SENATE REPORT No. 91-1164 (Comm. on Labor and Public Welfare).
CONGRESSIONAL RECORD, Vol. 116 (1970):
Aug. 3, considered and passed House.
Sept. 21, considered and passed Senate, amended.
Oct. 13, House concurred in Senate amendments with an amendment; Senate concurred in House amendment.

APPENDIX B

ENVIRONMENTAL EDUCATION ACT FUNDING — Fiscal Years 1971-73

	1971	1972	1973
Total Appropriation	$2,000,000	$3,514,000	$3,180,000
Program Funds	1,725,000	2,999,000	3,180,000
Salaries and Expenses	225,000	465,000	**
Advisory Council	0*	50,000	50,000**

*The Advisory Council was appointed in November 1971, 5 months after the beginning of fiscal 1972.
**Disbursed from Office of Education salary and expense budget.

APPENDIX C

SUMMARY OF GRANTS in FISCAL 1972

Among 162 grants totaling $2,999,040.00 for environmental education projects announced in late June 1972 by U.S. Commissioner of Education, Sidney P. Marland, Jr., were eleven for statewide evaluation and dissemination.

The 11 States receiving such awards included Alabama, Colorado, District of Columbia, Hawaii, Massachusetts, Michigan, Minnesota, New Hampshire, North Carolina, Texas, and Wisconsin.

Most of the 162 were made under the Environmental Education Act (P.L. 91-516), though some were funded under P.L. 90-35 (the Education Professions Develo Act) and one was awarded under the Cooperative Re Act (P.L. 83-531). Grants were made in each of States, the District of Columbia, Puerto Rico Micronesia.

Range of awards, based on preliminary est which are subject to negotiation, is $900 to $60,00 average per project is $18,544, while the median av for $13,600.

A breakdown by regions and States indicates tha Region V received the greatest cash total, $510,54 had the highest number of funded proposals; 31 (T Among individual states, New York and California the sources of the most proposals (214 and 194, r tively), received the most awards (12 and 11), a greatest cash totals ($206,900 and $205,250).

Table I: FISCAL YEAR 1972 ENVIRONMENTAL EDUCA AWARDS – NUMBER OF PROPOSALS AND DOLLARS STATE AND REGION

Region	State	Proposals Submitted	Proposals Funded	$ Funded per State	$ F per R
I	Massachusetts	52	6	$82,300	
	Connecticut	47	4	61,900	
	N. Hampshire	15	5	67,800	
	Vermont	12	3	39,000	309
	Maine	9	1	44,000	
	Rhode Island	5	1	14,000	
II	New York	214	12	206,900	
	New Jersey	53	3	53,200	280
	Puerto Rico	7	1	20,000	
III	Pennsylvania	76	7	172,000	
	W. Virginia	11	1	12,500	
	Delaware	9	2	28,000	
	Virginia	27	5	44,400	364
	Maryland	28	1	20,000	
	Dist. Columbia	32	6	87,750	

APPENDIX B

NMENTAL EDUCATION ACT
NG — Fiscal Years 1971-73

1971	1972	1973
$2,000,000	$3,514,000	$3,180,000
1,725,000	2,999,000	3,180,000
225,000	465,000	**
0*	50,000	50,000**

ncil was appointed in November 1971, 5 months after scal 1972.
fice of Education salary and expense budget.

APPENDIX C

Y OF GRANTS in FISCAL 1972

grants totaling $2,999,040.00 for environ-
n projects announced in late June 1972 by
oner of Education, Sidney P. Marland, Jr.,
r statewide evaluation and dissemination.

es receiving such awards included Alabama,
ict of Columbia, Hawaii, Massachusetts,
nesota, New Hampshire, North Carolina,
consin.

162 were made under the Environmental
P.L. 91-516), though some were funded under P.L. 90-35 (the Education Professions Development Act) and one was awarded under the Cooperative Research Act (P.L. 83-531). Grants were made in each of the 50 States, the District of Columbia, Puerto Rico, and Micronesia.

Range of awards, based on preliminary estimates which are subject to negotiation, is $900 to $60,000. The average per project is $18,544, while the median award is for $13,600.

A breakdown by regions and States indicates that O.E. Region V received the greatest cash total, $510,540, and had the highest number of funded proposals, 31 (Table I). Among individual states, New York and California were the sources of the most proposals (214 and 194, respectively), received the most awards (12 and 11), and the greatest cash totals ($206,900 and $205,250).

Table I: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS – NUMBER OF PROPOSALS AND DOLLARS PER STATE AND REGION

Region	State	Proposals Submitted	Proposals Funded	$ Funded per State	$ Funded per Region
I	Massachusetts	52	6	$82,300	
	Connecticut	47	4	61,900	
	N. Hampshire	15	5	67,800	
	Vermont	12	3	39,000	309,000
	Maine	9	1	44,000	
	Rhode Island	5	1	14,000	
II	New York	214	12	206,900	
	New Jersey	53	3	53,200	280,100
	Puerto Rico	7	1	20,000	
III	Pennsylvania	76	7	172,000	
	W. Virginia	11	1	12,500	
	Delaware	9	2	28,000	
	Virginia	27	5	44,400	364,650
	Maryland	28	1	20,000	
	Dist. Columbia	32	6	87,750	

Table I: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS – NUMBER OF PROPOSALS AND DOLLARS PER STATE AND REGION–Continued

Region	State	Proposals Submitted	Proposals Funded	$ Funded per State	$ Funded per Region
IV	Florida	47	5	124,000	
	Georgia	26	3	74,500	
	N. Carolina	29	2	66,000	
	Kentucky	17	2	23,500	380,000
	Alabama	26	2	52,000	
	Mississippi	16	1	8,000	
	Tennessee	18	2	24,000	
	S. Carolina	6	1	8,000	
V	Ohio	52	4	96,500	
	Indiana	23	7	81,800	
	Illinois	24	7	127,440	
	Minnesota	42	6	78,300	510,540
	Michigan	62	2	67,000	
	Wisconsin	39	5	59,500	
VI	Texas	37	3	49,200	
	Louisiana	9	1	25,000	
	Arkansas	3	2	65,750	253,950
	Oklahoma	15	2	77,000	
	N. Mexico	7	1	37,000	
VII	Nebraska	8	1	18,000	
	Iowa	17	1	5,800	
	Missouri	25	2	60,000	94,800
	Kansas	6	1	11,000	
VIII	Colorado	38	4	139,000	
	Utah	8	1	13,600	
	Wyoming	4	1	9,000	
	S. Dakota	5	1	26,000	268,600
	N. Dakota	12	2	34,000	
	Montana	17	3	47,000	
IX	California	194	11	205,250	
	Nevada	9	1	5,500	
	Hawaii	11	2	33,500	
	Trust Terr.	1	1	25,500	293,700
	Arizona	16	2	23,950	
X	Washington	39	3	75,500	
	Idaho	11	2	19,000	248,200
	Oregon	40	5	68,000	
	Alaska	11	2	85,700	

Among grants of particular int

To the Center for Research a Colorado, for provision of techni environmental education planning

To the Center for Curriculu Illinois, for nationwide dissemin educators through regional worksh

Eleven programs directed a Black, four Indian, and three Spani

Eleven awards to special grou population, two architectural, and f

Thirty-one applications from 1971 grantees reapplying were fun

In all, 33 awards were made fo evaluation and dissemination, 11 25 for community awareness, 66 riculum, and 16 for evaluation a II).

Table II: FISCAL YEAR 1972 ENVIRO AWARDS, BY CATEGORY, AS COM YEAR 1971 AWARDS

CATEGORIES
Type A: Workshops . . . . .
Type B: Statewide Evaluation and Dissemination . . . . .
Type C: Pilot Projects
Personnel Training
(A) Inservice Educational Personnel . . . . .
(B) Inservice Noneducational Personnel . . . . .
(C) Preservice Educational Personnel . . . . .

SCAL YEAR 1972 ENVIRONMENTAL EDUCATION S – NUMBER OF PROPOSALS AND DOLLARS PER AND REGION–Continued

State	Proposals Submitted	Proposals Funded	$ Funded per State	$ Funded per Region
da	47	5	124,000	
gia	26	3	74,500	
rolina	29	2	66,000	
ucky	17	2	23,500	380,000
ma	26	2	52,000	
ssippi	16	1	8,000	
essee	18	2	24,000	
rolina	6	1	8,000	
	52	4	96,500	
na	23	7	81,800	
s	24	7	127,440	
esota	42	6	78,300	510,540
gan	62	2	67,000	
nsin	39	5	59,500	
	37	3	49,200	
iana	9	1	25,000	
sas	3	2	65,750	253,950
oma	15	2	77,000	
xico	7	1	37,000	
ska	8	1	18,000	
	17	1	5,800	
uri	25	2	60,000	94,800
s	6	1	11,000	
ado	38	4	139,000	
	8	1	13,600	
ning	4	1	9,000	
kota	5	1	26,000	268,600
kota	12	2	34,000	
na	17	3	47,000	
rnia	194	11	205,250	
a	9	1	5,500	
i	11	2	33,500	
Terr.	1	1	25,500	293,700
na	16	2	23,950	
ngton	39	3	75,500	
	11	2	19,000	248,200
n	40	5	68,000	
	11	2	85,700	

Among grants of particular interest are:

To the Center for Research and Education of Denver, Colorado, for provision of technical assistance to State environmental education planning groups;

To the Center for Curriculum Design of Evanston, Illinois, for nationwide dissemination to environmental educators through regional workshops;

Eleven programs directed at minority groups (four Black, four Indian, and three Spanish-speaking);

Eleven awards to special groups and institutions (five population, two architectural, and four museums);

Thirty-one applications from among 51 Fiscal Year 1971 grantees reapplying were funded.

In all, 33 awards were made for workshops, 11 for State evaluation and dissemination, 11 for personnel training, 25 for community awareness, 66 for instruction and curriculum, and 16 for evaluation and dissemination (Table II).

Table II: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS, BY CATEGORY, AS COMPARED TO FISCAL YEAR 1971 AWARDS

CATEGORIES	1972 E.E. AWARDS # Of Awards	1971 E.E. AWARDS # Of Awards
Type A: Workshops	33	36
Type B: Statewide Evaluation and Dissemination	11	5
Type C: Pilot Projects		
Personnel Training		
(A) Inservice Educational Personnel	4	1
(B) Inservice Noneducational Personnel	4	1
(C) Preservice Educational Personnel	1	--

Table II: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS, BY CATEGORY, AS COMPARED TO FISCAL YEAR 1971 AWARDS—Continued

CATEGORIES	1972 E.E. AWARDS # Of Awards	1971 E.E. AWARDS # Of Awards
(D) Preservice Noneducational Personnel	1	1
(E) Government Personnel	1	1
Total Personnel Training	11	4
Community Awareness		
(F) School-Community Models	1	1
(G) Environmental Education Centers	14	6
(H) Citizen Participation Projects	10	11
Total Community Awareness	25	18
Instruction and Curriculum		
(I) Elementary & Secondary Programs	7	1
(J) Supplementary Materials	18	1
(K) Curriculum Development	38	8
including Media Projects (K_2)	3	
Total Instruction and Curriculum	66	10
Evaluation and Dissemination		
(L) General Evaluation	1	1
(M) Dissemination: Information Dissemination.	12	0
(N) Dissemination: Information Clearinghouse.	3	0
Total Evaluation and Dissemination	16	1
GRAND TOTAL	162	74

Thirty-four awards were made t
education, eleven of them private in
29 local education agencies, 29 priv
tions, and 26 private environment
funded (Table III).

**Table III: FISCAL YEAR 1972 ENVIRO
AWARDS, BY TYPE OF ORGANIZ**

Type of Organization	# o
Institutes of Higher Education	
Private/Other	
Local Education Agencies	
Private Educational Organization	
Private Environmental Organization	
Public Agencies and Organizations	
State Education Agencies	
Museums	
Community Colleges/Vocational Education Schools	
Private Elementary and Secondary Schools	
Public Libraries	
TOTAL	

CAL YEAR 1972 ENVIRONMENTAL EDUCATION BY CATEGORY, AS COMPARED TO FISCAL 71 AWARDS—Continued

CATEGORIES	1972 E.E. AWARDS # Of Awards	1971 E.E. AWARDS # Of Awards
Noneducational Personnel	1	1
nt Personnel	1	1
nnel Training	11	4
vareness		
mmunity Models	1	1
ntal Education Centers	14	6
ticipation Projects	10	11
munity Awareness	25	18
Curriculum		
& Secondary Programs	7	1
tary Materials	18	1
Development	38	8
edia Projects (K_1)	3	
uction and Curriculum	66	10
Dissemination		
aluation	1	1
ion: Information Dissemination.	12	0
ion: Information Clearinghouse.	3	0
ation and Dissemination	16	1
OTAL	162	74

Thirty-four awards were made to institutions of higher education, eleven of them private institutions. In addition, 29 local education agencies, 29 private (or other) organizations, and 26 private environmental organizations were funded (Table III).

Table III: FISCAL YEAR 1972 ENVIRONMENTAL EDUCATION AWARDS, BY TYPE OF ORGANIZATION FUNDED

Type of Organization	# of Awards	$ Funded
Institutes of Higher Education	34	599,900
Private/Other	29	497,450
Local Education Agencies	29	486,000
Private Educational Organization	11	381,750
Private Environmental Organization	26	376,850
Public Agencies and Organizations	7	194,940
State Education Agencies	6	176,950
Museums	4	111,800
Community Colleges/Vocational Education Schools	9	87,300
Private Elementary and Secondary Schools	4	56,600
Public Libraries	3	29,500
TOTAL	162	2,999,040

APPENDIX D

SCHEDULE OF ADVISORY COUNCIL ACTIV

December 3-5, 1971	FULL COUNCIL — Organizational Meeting Washington, D.C.	July 24, 1972
January 9-10, 1972	Steering Committee Washington, D.C.	September 29- October 1, 1972
February 6-8, 1972	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.	December 1, 1972
April 13, 1972	Dissemination Committee	January 23-27, 1973
April 14-15, 1972	Executive Committee	
April 16, 1972	Congressional Oversight Committee Washington, D.C.	
June 22-25, 1972	FULL COUNCIL AND STANDING COMMITTEES Host: Minnesota Environmental Science Foundation	March 30, 1973 May 4-6, 1973

APPENDIX D

SCHEDULE OF ADVISORY COUNCIL ACTIVITIES

er 3-5, 1971	FULL COUNCIL — Organizational Meeting Washington, D.C.
9-10, 1972	Steering Committee Washington, D.C.
6-8, 1972	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.
1972	Dissemination Committee
15, 1972	Executive Committee
1972	Congressional Oversight Committee Washington, D.C.
25, 1972	FULL COUNCIL AND STANDING COMMITTEES Host: Minnesota Environmental Science Foundation
July 24, 1972	Legislative Review Committee Washington, D.C.
September 29-October 1, 1972	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.
December 1, 1972	Executive Committee Green Bay, Wisconsin
January 23-27, 1973	FULL COUNCIL AND STANDING COMMITTEES—Annual Report Preparation Host: National Association for Environmental Education Miami, Florida
March 30, 1973	Executive Committee Washington, D.C.
May 4-6, 1973	FULL COUNCIL AND STANDING COMMITTEES Washington, D.C.

FOR USE OF SUPT. DOCS.	

MAIL ORDER FORM To:
Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

☐ Enclosed find $_____ (check, money order, or Supt. of Documents coupons).

☐ Second Annual Report of the Advisory Council on Environmental Education - March 1973, 16 pp.
Stock No. Price

☐ *The New Environmental Education Program of the U.S. Office of Education*—a description of how environmental education will be a catalyst in education reform.
HE 5.210:10078 30¢

☐ *Environmental Education Projects—Fiscal Year 1972,* 29 pp.

☐ *Education That Cannot Wait,* 40 pp.
HE 5.210:10077 30¢

☐ *Career Education in the Environment*—A Handbook by Olympus Research Corp., under OE contract.
Stock Number 1780-0892 $3

☐ *Sources of Funding for Outdoor Education*
HE 5.10:OU 8/2 40¢

☐ *American Education Subscription price: $4.50, domestic; $5.75, foreign, per year (10 issues).*
Single copy: 50¢ domestic.

☐ A Curriculum Activities Guide to Water Pollution and Environmental Studies: Vol. 1 (Activities) - $2.25, Vol. 2 (Appendices) - $2.25 published by the U.S. Environmental Protection Agency, Office of Water Programs.

American Education reprints

☐ "Ecological Drums Along the Cuyahoga" by Walter Wood, January-February 1973, 8 pp. 15¢

☐ *"Earth Day" Year Around* by Judith Serrin, January February 1972, 8 pp.
HE 5.210:10079 10¢

☐ *Environmental Education Cannot Wait* by S. P. Marland, Jr., May 1971, 8 pp.
HE 5.210:10076 15¢

☐ *Manpower Training Goes to College* by Guy P. Million, November 1970, 4 pp.
HE 5.287:87057 10¢

☐ *Environmental Education*—the chapter on education from the first annual report to the President and the Council on Environmental Quality from the Citizens' Advisory Committee on Environmental Quality, October 1970, 8 pp.
HE 5.210:10073 20¢

☐ *Education for Survival* by James E. Allen, Jr., March 1970, 8 pp.
HE 5.210:10066 20¢

Please charge this order to my Deposit Account No._____

Name_____

Address_____

City and State_____ Zip Code _____

UNITED STATES
GOVERNMENT PRINTING OFFICE
PUBLIC DOCUMENTS DEPARTMENT
WASHINGTON, D.C. 20402

OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U.S. GOVERNMENT PRINTING OFFICE
395

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Education Division / Office of Education